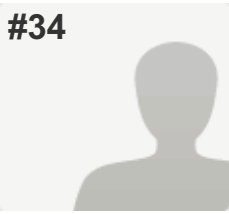


#34



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Wednesday, June 03, 2015 2:16:13 PM

Last Modified: Thursday, August 20, 2015 11:21:40 AM

Time Spent: Over a month

IP Address: 167.142.154.27

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Q1: 1a. TLC Local Plan Measure (1)

Integrate and align current district initiatives for teacher leadership roles

Q2: 1b. To what extent has this measure been met?

(no label)

Fully Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Our current district initiatives are centered around what we refer to as our 11 essential elements of effective instruction. We collaborated with our teacher leaders and all teachers aligned their individual growth plans with these elements. These became the content for professional development, planned and delivered by the teacher leaders, the coaching content for feedback and modeling, and the focus of model teacher visits in the district. The district created a graphic (emailed separately to Becky Slater) that identifies how each teacher leadership role is aligned to each district initiative. Monthly meetings of the leadership team ended with conversations that were used to determine if the work we were doing was linked as the graphic expressed. All teacher leader roles were given the opportunity to talk about how the roles were linking and if each role was being supported through the system that we had in place. All these conversations were positive and we determined that the system was working as we had planned.

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Q4: 2a. TLC Local Plan Measure (2)

Improve and expand upon the current mentoring program

Q5: 2b. To what extent has this measure been met?

(no label)

Somewhat Met

Impact of TLC Plan

Q6: 2c. Description of Results (2) (limited to 3000 characters)

We did not accomplish everything this year, but we are continuing to have the conversations about how this will look different next year. Our teacher leaders have been giving us feedback as we have progressed through the year and we plan to roll the professional partner role into our teacher leadership system for next year. We are also making some shifts to put more of an emphasis on making sure the teacher leader professional partners have the tools they need to successfully mentor and support new teachers. This year we made a shift in our mentoring program to follow the work of Tina Boogren from Marzano Research Laboratory. We now work with our mentors (we call them professional partners) to support our beginning teachers in 3 areas--physical support (where do I find things, who do I contact, how do I get...) emotional support (things will be ok...understanding the dip in mid year) and institutional support (how to get involved in the school and in the community). While we made the shift, we have not surveyed yet because the change is new. The survey will come this year to get some feedback on the changes and if the way we are structuring support is working for both the professional partners and the beginning teachers.

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Q7: 3a. TLC Local Plan Measure (3)

Create and institute a program evaluation and monitoring system.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

We developed a system of questions and data collection prompts to help us evaluate programs, policies and positions in place and being considered for our district. We have worked through the process with one program this year and have plans to put the process into action with several other programs/policies next fall. We developed a tool to do the evaluation (emailed separately to Becky Slater). However since this was the first year of the TLC system, we have not used it on this yet. Our plan is to do it first thing this fall, and then every spring on an annual basis. We have used the tool in other areas of our system, but will do it for the first time this fall on the TLC system.

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Q10: 4a. TLC Local Plan Measure (4)

Provide teachers with ongoing and relevant professional development opportunities.

Impact of TLC Plan

Q11: 4b. To what extent has this measure been met?

(no label)

Fully Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Teacher leaders were coached within the system to learn adult learning facilitation strategies. After co-planning and delivering with administration in the beginning of the year, they ultimately took over planning and delivering the professional learning opportunities. They obtained teacher feedback before and after every session, as well as participating in PLC groups so the learning experiences were tailored to the teacher needs and could be differentiated and job embedded. Because our coaches planned and delivered the professional development this year, they used formative assessment tools (i.e. ticket out the door, pre- and post- checks, interest inventories, etc) Then they also went into classrooms when teachers were implementing strategies so they could provide feedback or more modeling. During conversations in the classroom visits is when they would collect informal data about what teachers felt they still needed support with and they would then respond to this data for the next PD session and continue to collect more data. For the coming year, we plan to expand this to an actual survey at the end of the year.

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Q13: 5a. TLC Local Plan Measure (5)

Promote a school culture of collaboration.

Q14: 5b. To what extent has this measure been met?

(no label)

Mostly Met

Impact of TLC Plan

Q15: 5c. Description of Results (5)(limited to 3000 characters)

We took all teacher leaders and administrators to Minnesota last summer for the Solution Tree PLC Institute and will continue to send teachers and leaders each year until all staff has attended. Using this information, we implemented PLC across the district and teacher leaders were a part of those collaboration times. We continue to refine our practice and have also started working on Marzano's High Reliability Schools, which has a focus on a safe and collaborative culture as a foundation. We collected data using those tools, analyzed the data at district leadership meetings (with teacher leaders) and have been responsive to the data since then. It is a process we will continue to use moving forward. We shifted our initial plans a bit. We still collected data on the culture of collaboration, but we utilized Marzano's High Reliability Schools surveys instead of the DuFour's tool because it was more objective and less subjective. We had all staff complete the survey, as well as administrators, students and parents. This data was then collected and analyzed. What the data told us was that the collaboration part was in good shape. All felt like they had adequate time to collaborate and felt like they had the knowledge and tools necessary to be productive and successful. The areas that popped up for us to address were making sure that staff understood how we collected and archived data and how we would perform safety drills like lockdown procedures. Our superintendent addressed the data collection piece in building meetings across the district and there was an emphasis placed on being better informed about safety drills. We plan for additional training this fall and will also now practice those in addition to our usual fire and tornado drills. We will re-survey this fall to see where we stand now and proceed as the data indicates.

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

We spent a good portion of the beginning of the year just forming relationships between teachers and teacher leaders. Based on the survey data from staff at the end of the year that was overwhelmingly favorable, what we are most looking forward to next year is starting the whole process of model teacher visits and the coaching cycle sooner in the year. We also used teacher leader input to make modifications to our current individual growth plan document to be more responsive to teacher needs the reflect the roles of teacher leadership within the process.

Impact of TLC Plan

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

We cannot even begin to explain how fabulous teacher leadership has been for our system. If we had unlimited characters, we could tell many stories. However, one of our favorites involves a high school teacher who thought that going to see a model teacher outside her building would be a waste of time. After she visited an elementary classroom, she worked with her coach to implement a "stations" environment in her high school classroom that now allows for her to individually confer with students on a more regular basis while also allowing practice time with meaningful work for students. She shared her experience with colleagues and many others also started similar practices and couldn't wait to sign up for model teacher visits.

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:

Greene County Community School District

Q20: Name of Superintendent

Tim Christensen

Q21: Person Completing this Report

Tim Christensen and Karen Sandberg

Q22: Date of Submission

6-3-15